

## Chapter 3: Behaviour management

### Section 1: Managing behaviour – where do you stand?

#### This section focuses on:

- 1.1 Effective classrooms in the context of managing behaviour;
- 1.2 Self-assessment of your views on behaviour and discipline.

#### 1.1 WHAT MAKES AN EFFECTIVE CLASSROOM IN THE CONTEXT OF MANAGING BEHAVIOUR?

The previous two chapters have focused on effectiveness in relation to teachers and learners, and how we can plan and manage for effective learning in the classroom.

Effective classrooms have a positive and purposeful atmosphere, where pupils and teachers feel valued, and work together in a supportive and safe environment. The effective classroom is one where pupils learn, and teachers help them to do so without spending much of their time managing ‘problem’ or ‘difficult’ behaviour. However, this is not an easy task, and at one time or another teachers may experience difficulty in maintaining a harmonious working environment. The main focus of this chapter is to explore ways of establishing and sustaining a purposeful, working atmosphere in the classroom.

Behaviour management and maintaining discipline is clearly a concern for teachers when seeking to establish themselves in a new school context or with a new class, even for those who have plenty of successful experience. For short-term supply teachers, the challenge is increased by the number of different classes they may encounter on a daily or weekly basis.

There is no shortage of advice in relation to behaviour management and there are marked differences of opinion across the teaching profession about behaviour and discipline in schools. What is certain is that there is no ‘right’ way to manage all situations.



#### Think About

What makes an effective classroom in terms of managing behaviour?  
What factors contribute to the orderliness of a class?

## I.2 WHAT ARE MY VIEWS ON BEHAVIOUR AND DISCIPLINE?



### Optional Task

Before continuing, take some time to reflect upon your views on behaviour and discipline, then note your view next to each question below.

After reading this chapter, look at the notes you made and assess if your views have changed.

Question	Personal view
What do you consider to be appropriate behaviour in the classroom?	
Do you subscribe to the view that behaviour can be taught? Is it part of the curriculum?	
In your classroom, what are your acceptable/unacceptable boundaries in relation to, for example: <ul style="list-style-type: none"> <li>• noise;</li> <li>• movement around the room;</li> <li>• the use of resources;</li> <li>• the way you want pupils to contribute to a lesson?</li> </ul>	
Where do you draw the line between what you consider to be minor/major disturbances?	
Before the lesson, do you anticipate and plan a response to pupils' behaviour?	
Do you concentrate on the positive – giving praise and encouragement? What is your response when the line is crossed?	
What is your tolerance threshold?	
How are you flexible in your responses?	
How do you marginalise bad behaviour by promoting good behaviour?	

<b>Question</b>	<b>Personal view</b>
Do you deal differently with boys and girls? If so, how?	
Do you treat everyone in the same way? If so, why?	
If you were working in a multi-racial school, what would you need to know?	
Do you know what the school policy is on behaviour and, if not, where and from whom to get it?	
Do you believe in diversionary tactics, or believe it is necessary to meet problems head on?	
What are your views and responses to bullying, harassment and pupils who have emotional and behavioural difficulties?	
How do you come across in terms of gesture, posture, body language, eye contact and use of voice?	
How do the pupils know what is expected of them in terms of behaviour in school and in class?	
How do you use questions? Are they phrased to encourage responses or do they sometimes exacerbate a pupil's vulnerability?	
How do you take account of pupils' individual differences – for example, if they are on the Special Educational Needs (SEN) register?	
How do you model the standards of behaviour you expect from the pupils?	
How do you evaluate your own practice and learn from it?	

## Chapter 3: Section 2: A continuum of behaviour

### This section focuses on:

- 2.1 Types of 'problem' behaviour;
- 2.2 Negative labelling.

### 2.1 HOW CAN 'PROBLEM' BEHAVIOUR BE CATEGORISED?

Behaviour category	How problem behaviour manifests itself	
<b>Personal level:</b>	<ul style="list-style-type: none"> <li>• low self-image;</li> <li>• anxiety;</li> <li>• depression;</li> <li>• withdrawal;</li> <li>• self-mutilation;</li> <li>• moodiness;</li> <li>• lack of personal care;</li> </ul>	<ul style="list-style-type: none"> <li>• disaffection;</li> <li>• hypochondria;</li> <li>• poor personal organisation;</li> <li>• resentment;</li> <li>• vindictiveness;</li> <li>• defiance.</li> </ul>
<b>Verbal level:</b>	<ul style="list-style-type: none"> <li>• confrontation;</li> <li>• silly noises;</li> <li>• whistling;</li> <li>• talking to themselves;</li> <li>• silence;</li> </ul>	<ul style="list-style-type: none"> <li>• threatening;</li> <li>• interruptions;</li> <li>• argument;</li> <li>• swearing;</li> <li>• needing the last word.</li> </ul>
<b>Non-verbal level:</b>	<ul style="list-style-type: none"> <li>• face pulling;</li> <li>• failure to comply;</li> <li>• hand and finger gestures;</li> <li>• clingy;</li> <li>• truancy;</li> </ul>	<ul style="list-style-type: none"> <li>• disruption;</li> <li>• destructiveness;</li> <li>• aggressive;</li> <li>• violence.</li> </ul>
<b>Work level:</b>	<ul style="list-style-type: none"> <li>• inability or unwillingness to work without direct supervision;</li> <li>• short concentration span;</li> <li>• inability to complete tasks;</li> <li>• failure to follow instructions.</li> </ul>	

How these 'problem' behaviours are viewed depends on their severity, and the degree to which the individual's or group's education is being disrupted. Their cause will also dictate how they are 'managed'.

Pupils who demonstrate some of the above behaviours will have the often subconscious aim of:

- attracting attention;
- demonstrating power;
- seeking revenge;
- escaping by withdrawal.

These might be 'active' or 'passive' and 'mild' to 'serious'. We need a framework in order to understand the reasons for particular types of behaviour, so that we can deal with them effectively.

## 2.2 WHAT IS NEGATIVE LABELLING?

We must also ensure that ‘differences’ between pupils do not lead to ‘negative labelling’, which can initiate a vicious circle of failure. Worse still is the negative labelling that results from ‘association’ – *‘Watch him. I taught his brother three years ago!’*

### THE EFFECTS OF NEGATIVE LABELLING:

#### Negative labelling

Labels and stereotypes begin to be used frequently for certain individuals, eg. ‘naughty’, ‘lazy’, ‘stupid’, ‘bully’, etc.

#### Reinforced stereotypes

Poor performance and behaviour reinforces the poor self-image and negative view of others. Everyone feels justified in having given the original label.

#### Poor self-esteem

Individuals begin to develop a poor self-image. The label is accepted by others in the school. Others start to hold this individual in poor regard.



#### Deteriorating skills

The lack of opportunities to practise different behaviour leads to their academic and social skills becoming poorer.

#### Low expectations

The individual’s poor self-image creates low expectations from self and from others.

#### Fewer chances

Because of their reputations, these individuals are not offered the opportunities that would bring social or academic success.

**‘Give a dog a bad name, and her/his life is rrrrrrrrruuuuuuufffff’**

## Chapter 3: Section 3: Awareness of different cultural traits

### This section focuses on:

- 3.1 Cultural differences that might affect behaviour – examples of:
- eye contact;
  - hand movements;
  - silence;
  - religious belief;
  - loss of face.

### 3.1 WHAT CULTURAL DIFFERENCES MIGHT AFFECT BEHAVIOUR?

We need to be aware that behaviour should also be viewed as being culturally or contextually specific. The characteristics dealt with here can be seen across cultures but some cultures may exhibit these traits to a greater degree.

In terms of your own reflective thinking, consider the following.

*‘To stress the obvious: Britain is and always has been a multicultural, intercultural society. Schools should, therefore, be very sensitive to the value systems which pupils from diverse ethnic backgrounds bring to the classroom and more specifically to the relationships, not only with their teachers, but also with their peers. Relevant here is the whole area of body language or paralinguistic facets that aid communication. For instance there is the well-documented field of eye contact.’*  
(Lalit Kumar, 1991)

#### Eye contact

It is important for teachers to know that some pupils will look down as a sign of respect. How many times have we heard parents and teachers say, ‘Look at me when I am talking to you’. Before you insist on this, think about the pupils’ cultural background.

#### Hand movements

Another example is when pupils use hand movements when calling their peers from a distance. The South Asian manner appears like a hand wave, which in other cultures could indicate a farewell.

#### Facial gestures

Some pupils may smile or laugh under pressure. This can lead teachers to think they are being rude, cheeky, etc., when in fact they are nervous.

## Silence

A minor but important feature that might require attention is the use of silence amongst pupils from linguistically and culturally diverse backgrounds. Our education system places high value on participation. Silence, from a Eurocentric point of view, can be interpreted as lack of interest, sullenness, unwillingness to co-operate, lack of confidence or understanding. It is always wise to question first assumptions and to discover more about the cultural significance of silence for different groups. There may also be a gender difference here.

## Religious belief

Another aspect that has implications for the curriculum and behaviour is religious belief. How children are expected to behave at mosque may be different to behaviour expectations at school. Some Muslims would find it unacceptable to reproduce human faces and forms. Teachers need to be aware of the impact this may have on the curriculum – for example, in an art lesson where pupils might be expected to draw a self-portrait.

## Loss of face

Some pupils, particularly boys, never want to appear to be humiliated by a teacher and therefore will not 'back down,' preferring confrontation to 'loss of face'. Giving pupils options is a good way to avoid confrontation, eg. a pupil you want to move because of disruptive behaviour: *'You can sit there or there, where do you want to sit?'*



### Optional Task

Consider the pupils you have met in your work as a supply teacher. How many different cultural backgrounds, including traveller pupils, have you met? Have you considered how cultural differences may have affected the way pupils responded to your lessons? Note any implications for your teaching in the future.

### This section focuses on:

- 4.1 Links between curriculum and behaviour;
- 4.2 Principles of the behaviour curriculum;
- 4.3 Conflict or co-operation?

#### 4.1 WHY IS BEHAVIOUR A CURRICULUM ISSUE?

The context of this chapter is based on a commitment to working towards 'good' behaviour. This does not ignore the need to address and manage inappropriate and unacceptable behaviour. A positive approach provides a constructive framework for achieving good behaviour, which facilitates good teaching and learning. This results in a process that works from the theory that behaviour is learned, that classroom behaviour is a management issue, and that good behaviour can be taught. Behaviour, therefore, can be seen as a curriculum issue. In order to learn, we need to plan for and provide a positive climate in which effective learning can take place.

#### 4.2 WHAT PRINCIPLES UNDERPIN THE BEHAVIOUR CURRICULUM?

Clearly this is not the place for a wide-ranging educational and philosophical debate with regard to curriculum theory. However, it is hoped that a brief visit into familiar territory will support the objective of analysing and reflecting on behaviour in a positive way, within a suggested framework for a systematic approach.

*'A curriculum is an attempt to communicate the essential principles and features of an educational proposal (the behaviour curriculum) in such a form that it is open to critical scrutiny and capable of effective translation into practice.'*

(Stenhouse, 1975, p4)

A behaviour curriculum is planned on the above principles: purpose, selection of content and decisions with regard to classroom organisation and behaviour management.

We need to ask the following questions.

- What is the purpose of the curriculum?
- By what criteria do we select the content for that curriculum?
- What learning experiences for a particular curriculum can be provided that are likely to achieve the purpose?
- How can those experiences be organised effectively?
- How can we evaluate the results?



#### Think About

Have you worked in a school with a 'behaviour curriculum' as well as a behaviour policy? If not, how does the behaviour policy get translated into practice?

## 4.3 CONFLICT OR CO-OPERATION?

The pivotal concept to grasp is that the starting point does not come from ways of identifying, punishing and containing badly behaved pupils, but rather from how to create learning environments that encourage productive and positive behaviour. We need to reflect upon our attitudes and analyse our behaviour, not least in the areas where we emphasise praise and give encouragement.

Tattum outlines a theory of ‘constructive discipline’ in schools. He cites two models:

- **crisis management** where the emphasis is on:

*‘...waiting for problems to reveal themselves in personal crises or confrontational outbursts. This also emphasises an approach to social control, which is school orientated and geared mainly to deal with the undisciplined minority...’*

(Tattum, 1993, p159)

- **problem-prevention** where the concern is for the **welfare of all pupils**. This is based on a whole-school approach, which focuses upon the needs of all pupils in their personal and social development. Tension and conflict do arise, but the negative aspects of these situations can be minimised and reduced by a continuity of, and a systematic approach to, managing behaviour.



### Think About

What kind of behaviour manager are you – a crisis manager or a problem preventer?

What strategies do you use for managing behaviour?

### Five elements of managing behaviour

- Developing school and classroom rules.
- Employing effective teaching techniques and skills.
- Developing pupils’ self-concept.
- Establishing good teacher/pupil relations.
- Teaching personal and social education.

(Tattum, 1993, p159)

### A positive approach

A positive approach is one which generates a working atmosphere in which children want to learn, thereby reducing the occurrence of behavioural problems. You need to be aware of how the class is responding and have the skills to act quickly and decisively to maintain a positive atmosphere.

In relation to employing effective teaching techniques and skills, Kounin’s research into classroom discipline, where ‘effective’ teachers displayed a **positive approach and manner**, found that attention was given:

*‘...to what occurs just prior to misbehaviour rather than immediately afterwards. The positive approach is to improve the conditions that give rise to unwanted behaviour rather than stressing consequences and punishments ... The latter may have short term results but does not address fundamental questions concerning **the appropriateness of the teaching, the relevance of the curriculum or the quality of the relationships.**’*

For more information, see ‘The ABC approach’, p105 in this book

The emphasis is on classroom management skills and these are focused upon Kounin's (1970) four concepts:

Concept	Class management skills
<p><b>With-it-ness</b></p> <p>Being aware of the many things that are going on in the classroom at the same time, being able to anticipate trouble spots and 'nip them in the bud'.</p>	<p>'With-it' teachers:</p> <ul style="list-style-type: none"> <li>• regularly scan the whole class;</li> <li>• use a range of non-verbal signals;</li> <li>• position themselves where they can be seen by the whole class;</li> <li>• when supporting individuals, can recognise noise from the rest of the class that is not work related.</li> </ul>
<p><b>Overlapping</b></p> <p>Links to 'with-it-ness' in that it involves teachers being able to do more than one thing at a time.</p>	<p>Teachers who 'overlap':</p> <ul style="list-style-type: none"> <li>• plan whole-class work, group work and work that focuses attention on individuals;</li> <li>• cater for pupils who learn at different rates;</li> <li>• are able to make and take decisions;</li> <li>• recognise the need not to neglect the rest of the class when supporting an individual pupil;</li> <li>• motivate and sustain pupils' interest.</li> </ul>
<p><b>Pacing</b></p> <p>Managing each part of the lesson well to ensure the momentum of pupils' work is maintained and that the best possible use is made of available teaching time.</p>	<p>Teachers who pace lessons well:</p> <ul style="list-style-type: none"> <li>• use teaching methods that match the subject matter to the pupils being taught;</li> <li>• provide clear instructions, demonstrations and well-paced explanations;</li> <li>• outline the content and the aims of the lesson at the outset;</li> <li>• ask effective questions that match the pace and direction of the lesson;</li> <li>• have clear expectations that are communicated to the pupils;</li> <li>• challenge all pupils;</li> <li>• summarise key points as the lesson progresses;</li> <li>• manage transitions well, eg. from whole-class work to group work;</li> <li>• pay careful attention to pupils' errors and misconceptions and provide support to remedy them.</li> </ul>
<p><b>Self-preservation</b></p> <p>This relates to self-confidence and how teachers project themselves in the classroom to demonstrate that they are in control.</p>	<p>Teachers who are self-confident:</p> <ul style="list-style-type: none"> <li>• use a range of non-verbal strategies for both approval and disapproval of behaviour, eg. sustained, relaxed eye contact, confident posture, gestures such as nods, smiles, thumbs up;</li> <li>• use space in the classroom well, eg. by moving around the class to support individuals or groups, to close the space between the teacher and a pupil who might not be behaving in an unacceptable manner, to check pupils are on task;</li> <li>• use a firm, calm voice for instructions and clarifying tasks;</li> <li>• vary the volume and speed of speech to maintain interest, eg. quick-fire questioning;</li> <li>• lower voice rather than raise it to diffuse 'problematic' situations;</li> <li>• use silence;</li> <li>• don't talk too much.</li> </ul>

### This section focuses on:

- 5.1 A summary of the report's main findings;
- 5.2 Principles of good classroom management.

## 5.1 WHAT WERE THE MAIN FINDINGS OF THE ELTON REPORT?

The Elton Report was a significant report, commissioned by the government in 1989. Although over twelve years old, it is a seminal document which addresses the issue of behaviour management in a **positive and planned way**. It formed the basis for much of the current legislation and offered guidance for schools in drawing up their own 'behaviour policies' and 'codes of conduct'.

What follows is a summary of the main findings and issues highlighted in the report. This will give relevant background and raise issues for current approaches to the management of behaviour and practices in matters of discipline.

### A whole-school approach

Schools can ensure inappropriate behaviour is kept to a minimum by having an orderly and purposeful atmosphere. The commitment to a sense of corporate responsibility permeates all aspects of school life and this responsibility should be apparent in all areas of the school. There is no doubt that the teacher's approach should be one of consistency and fairness. This will influence pupils' responses and attitudes.

### School policy

Schools should have a clear vision for managing behaviour through establishing clear rules and boundaries, with emphasis on the positive. Most schools frame and name their policies as a 'good behaviour' rather than a 'discipline' policy. All must adhere to those policy principles, and teachers should model behaviour and interactions in a positive and supportive way. Boundaries should be made clear and sanctions should be in place, but the emphasis is on praise and rewarding good behaviour.

### A positive approach

- Encourage good behaviour rather than simply punish bad behaviour.
- Policies need to make a clear distinction between appropriate and inappropriate behaviour, and should be clear on which behaviour is totally unacceptable.
- Teachers are committed to, and work within, this positive approach.

### Links between teaching and learning and pupil behaviour

The report establishes connections with the curriculum and overall classroom management and organisation. Further to this, everybody involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on pupils' behaviour.



### Optional Task

The Elton Report highlighted eleven key principles of good practice in the context of behaviour management (see below). These are as relevant today as they were in 1989. Consider how you could incorporate these into your work in the classroom.

## 5.2 WHAT ARE THE PRINCIPLES OF GOOD CLASSROOM MANAGEMENT?

Behaviour management principles of good practice	Examples of how I do this
Know pupils as individuals – names, personalities, interests and friends.	
Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption – furniture layout, pupil grouping, matching of work, pacing lessons, enthusiasm and humour.	
Involve pupils in establishing rules for the classroom.	
Act flexibly to take advantage of unexpected events, rather than being thrown by them.	
Continually observe or scan the behaviour of the class.	
Remain aware of and control your own behaviour, including stance and tone of voice.	
Model the standards of courtesy that you expect from the pupils.	
Emphasise the positive, including praising good behaviour as well as good work.	
Make sparing and consistent use of reprimands – being firm, not aggressive, targeting the right pupil, using private not public reprimands, being fair and consistent, avoiding sarcasm and idle threats.	
Make sparing and consistent use of punishment – avoiding whole group punishment and pupil humiliation, which breeds resentment.	
Analyse your own classroom performance and learn from it.	

# Chapter 3: Section 6: A strategic approach to behaviour management

## This section focuses on:

- 6.1 Social inclusion – Pupil Support Circular 10/99;
- 6.2 Other government sources of information;
- 6.3 Local education authority (LEA) Behaviour Support Plan;
- 6.4 School policy formation.

## 6.1 WHAT DOES SOCIAL INCLUSION INVOLVE?

[www.dfes.gov.uk/circulars/](http://www.dfes.gov.uk/circulars/)

Inclusion is dealt with in more detail in 'Getting Started' in this series

Also see

[www.nc.uk.net/inclus.html](http://www.nc.uk.net/inclus.html)

In the foreword to Circular 10/99, *Social Inclusion: Pupil Support*, Estelle Morris reinforces the positive:

*'Even in the most difficult areas, schools can and do make a difference to the behaviour and attitudes of their pupils, especially when they are effectively supported by other agencies. Good teaching, sound behaviour management, effective anti-bullying policies, clear rewards, consistently applied sanctions and imaginative use of the curriculum all make a difference, and reinforce the message that all young people can achieve their full potential.'*

(Circular 10/99; DfEE, 1999)

The Circular identifies nine principles of good practice.

### Nine key principles

- Setting good habits early.
  - Early intervention.
  - Rewarding achievements.
  - Supporting behaviour management.
  - Working with parents.
  - Involving pupils.
  - Commitment to equal opportunities.
  - Identifying underlying causes.
  - Study support.
- (DfEE, 1999, 10/99, 2.1, p7)

### Areas of statutory guidance

- Pupil behaviour and discipline.
- Reducing the risk of disaffection.
- School attendance and registration.
- Detention.
- Proper use of exclusion.
- Reintegration of excluded pupils.

### Questions regarding school policy

- Who is responsible for school policies and discipline?
- Are equal opportunities issues relevant to every teacher?
- What is defined as bullying?
- Can teachers physically restrain pupils?
- What sanctions can teachers use?

## 6.2 WHAT SOURCES OF INFORMATION ARE AVAILABLE?

See 'Getting Started', Chapter 4

Use the search facility on the DfES website for more information:  
[www.dfes.org.uk/a-z/atozindex.html](http://www.dfes.org.uk/a-z/atozindex.html)

The best source of information is now the DfES website, which gives an A–Z of school leadership and management on, for example:

- bullying;
- detention;
- discipline;
- equal opportunities;
- pastoral support programmes;
- use of force to restrain pupils.

Other useful sites including resources and ideas in relation to behaviour can be found on the **teachernet** website at [www.teachernet.gov.uk/](http://www.teachernet.gov.uk/).

## 6.3 WHAT IS A BEHAVIOUR SUPPORT PLAN (BSP)?



### Reading

The BSP is a statutory requirement. Guidance on how it is to be put together is issued by the DfES in Circular 1/98, A-Z under Behaviour Support Plan.

See [www.dfes.gov.uk/a-z/BEHAVIOUR%5FSUPPORT%5FPLAN.html](http://www.dfes.gov.uk/a-z/BEHAVIOUR%5FSUPPORT%5FPLAN.html)

Every local education authority (LEA) is required to have a BSP. The BSP details arrangements available, or proposed, for the education of children with behavioural difficulties. The emphasis is again on the positive, building on examples of good practice, early intervention, working with parents, and with specialist support services.

The BSP covers areas in terms of:

- support to schools on improving the management of pupil behaviour in relation to training and guidance;
- support for individual pupils in mainstream schools through behaviour support teams, the educational psychology service and the education welfare service;
- the type and nature of provision available outside mainstream school for pupils with behavioural difficulties.

Thus the BSP should result in:

- more effective co-ordination between agencies;
- greater awareness amongst parents and schools of the support available to them for dealing with behaviour problems;
- effective use of the resources available for tackling behaviour problems.

If you wish to find out more, you should be able to obtain a copy of your LEA's BSP.

## 6.4 WHAT ARE SCHOOLS REQUIRED TO DO?

All schools must have a behaviour/discipline policy in place and this is available on request. You could also ask to see the school's anti-bullying policy and their home-school policy and agreement (these, too, must be in place).

What follows is a copy of a primary school 'good behaviour policy' and an 'anti-bullying policy'. They are reproduced with the full permission of the school, and should give you a feel for how schools can respond with an overriding emphasis on the positive. They contain concepts and desired outcomes that are generic for all schools. Many of the issues here can be directly related to practice in secondary schools as well. As such, you should be able to extrapolate the points that will be relevant in your particular context.

### Equality Street School – good behaviour policy

This school is a well-disciplined, ordered school community where teachers are able to teach and children are happy in their learning. The approach to good behaviour encourages all adults to view children positively.

#### Rationale

This policy contributes to reaching our aims of:

- being a school that encourages respect and co-operation between all adults and children;
- everyone feeling valued, respected and trusted as a member of the school community;
- having a high standard of behaviour, which develops the values of fairness, honesty and consideration;
- rewarding children who try their best with both their work and their behaviour;
- offering a happy, safe and stimulating environment.

#### Purpose

- To have a consistent and fair whole-school approach to good behaviour.
- To focus upon rewarding and punishing children's behaviour as opposed to the child.
- To use praise as the main feature in order to encourage co-operation and consideration. Praise for children who are behaving well can also be used to make an example of any bad or negative behaviours used by other children in the class.
- For teachers, supply teachers, learning support assistants and school meals supervisory assistants to understand and implement the approach, so that the boundaries are clear for all children and it is understood that there is equal authority across all the ages of children.
- To involve parents/carers so that the school is supported in its attempt to create an ordered and secure, happy learning environment.
- To offer equal opportunities for all children who choose to behave in an acceptable and unacceptable manner, by treating everyone similarly.
- To enable all children to understand fully the consequences of the outcomes of their chosen behaviour.

### Approach to children

The following values will help form a consistent ethos that permeates each classroom, as well as the wider community of the school.

Adults will:

- listen to each child;
- allow each child a voice;
- look at the child as a whole person;
- be non-threatening and non-judgemental;
- encourage each child;
- be positive;
- build upon what the child can do;
- offer a familiar routine in a structured, quiet atmosphere;
- criticise examples of bad behaviour, not the child;

- not use public humiliation;
- be fair and consistent;
- use appropriate body language, eg. smiling.

Each child has a right to:

- respect;
- have an opinion;
- security/safety;
- clearly defined boundaries;
- make mistakes;
- have time to talk, listen, think, work;
- be valued for all their efforts.

### Student council

To encourage children to be active and real partners in decision-making, there is a student council of representatives from each class. They meet regularly and raise issues for children and staff to help improve practice from their point of view. They also meet with other student councils through conferences and through use of the internet.

### Peer mediation

Older children are trained to become peer mediators. This group helps other children resolve instances of minor conflict in the playground. All children in Year 6 will be encouraged to take on this role, and other positions of responsibility.

### School rules

The school has four rules, which are the same for every class:

- be kind and polite to each other;
- walk quietly around the school;
- follow instructions straight away;
- care for your own and other people's property.

All school rules are shared so that adults and children can see when the rules have or have not been followed.

### Rewards

For the policy to motivate children to behave well, it is essential that children are praised and rewarded for their good behaviour. These rewards are structured so that all children know when they have pleased adults. The following approach is applied consistently across the whole school.

- **Praise.** This is to be sincere and can be for individual children, groups or a class who are behaving well. When giving praise, make sure that the good behaviour is mentioned so children know what has been positively liked.
- **Unit rewards.** This is the backbone of the reward system. The emphasis is on individual children being rewarded and on children working together for joint rewards.

#### Unit 1

- Two 'happygrams' each day to be sent from each class.
- Good work and behaviour stickers given regularly.
- Smiley face chart – working towards collecting ten smiley faces for a class (maximum two a week).

#### Unit 2

- Individual star chart for good work and behaviour.
- Group points chart – class reward for 20 points (no more than once a week).

#### Unit 3

- Team points for good work and behaviour: 50 points (no more than once a week).
- For children in Years 5 and 6 – any child who does not have their name on the board, or is not late for school by the end of the week, will be given some free choice to select and plan an activity for half an hour at the end of Friday.

All rewards will be integrated into the '**you can do it**' approach.

Class rewards may take the following form, having been agreed with the children in the class:

- |  |                            |
|--|----------------------------|
| • extra five minutes play;   | • extra PE;                |
| • a favourite circle game or story;                                | • a musical game;          |
| • a ten-minute free time for older children to choose an activity; | • a short video (cartoon). |

### Sanctions

The system is clearly explained to all children so that they understand what is expected of them. All children who then choose to behave in a way that stops others learning or disrupts teaching knows what will happen to them.

- 1st sanction – name on the board;
- 2nd sanction – time out: five to ten minutes of working on own in the classroom;
- 3rd sanction – partner class (*the policy includes arrangements for partner classes*) for a maximum of 30 minutes;
- 4th sanction – School Management Team (SMT) informed who will see the pupil for the rest of the session and inform parents. Log kept.

The policy further outlines sanctions, within this continuity of approach, for the other two units.

**Note:** It is not suitable to use these sanctions for those children who are on an Individual Education Plan (IEP) for behavioural difficulties.

Rewards were identified for Units 1, 2 and 3 but sanctions are shown here only for Unit 1.

### Severe clause

The final sanction is the responsibility of the School Management Team. In support they will:

- supervise the children for the rest of that session and playtime or part/all of lunchtime;
- send a letter home informing parents what has occurred;
- invite parents into school to share discussions if this continues.

The policy also outlines behaviour partner classes, moving around school, playground and lunchtimes.

### Supporting children who find it difficult to manage their behaviour

The Rainbow Room is run by the Special Educational Needs Co-ordinator (SENCO) as a social skills development room, where children who find their behaviour difficult to manage can go during breaks and lunchtimes. Sometime this is timetabled, and can constitute part of a child's IEP. The room is intended to give children a feeling of safety and is for early intervention in order to prevent class disruption. This is seen as a positive place for children to be.

The policy concludes with reference to other policies:

- supervision of children;
- anti-bullying;
- Special Educational Needs.

It is dated by the governing body with an agreed review date.

### Equality Street School – anti-bullying policy

This school is a caring school where all the adults treat the welfare of all children with sensitivity. The approach to incidents of bullying encourages all children to feel that they have a voice and will be listened to in a supportive way that makes it 'all right to tell.'

### Rationale

This policy contributes to reaching our aims of:

- being a school that encourages respect and co-operation between all adults and children;
- everyone feeling valued, respected and trusted as a member of the school community;
- having a high standard of behaviour that develops fairness, honesty and consideration;
- offering a happy, safe and stimulating environment.

### Purpose

- To encourage every member of school (adults and children) to behave in a considerate way which respects the rights of others.
- To have an open approach for dealing with bullying, which encourages children to feel confident to approach adults for help.
- Although the curriculum will offer opportunities for children to learn preventative strategies, the school needs to have reactive measures for dealing with incidents of bullying.
- To demonstrate that bullying is treated seriously and to show that action will be taken to deal with reported incidents.

### Definitions of bullying

**Bully:** a person or group who behaves in a way to get excitement, status, material gain or group influence and does not recognise the rights and needs of other people who are harmed by the behaviour.

**Victim:** a person or group harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

**Incidents of bullying** are persistent over a period of time and are not usually one-off incidents. Bullying may be exhibited as physical harm, threat of physical harm, nasty name-calling or teasing, extortion – demand for money or favours, exclusion – deliberately leaving someone out of an activity.

*(One recent area that has become a considerable problem in some schools is bullying by harassment – sending hurtful text messages via mobile phones, or by e-mail. Check what the school policy is on the use of mobile phones and e-mail).*

Not all aggression or name-calling is bullying. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

### Guidelines

When bullying has been observed or reported, the following steps will be taken.

- **Step 1: Talk with the victim.** When bullying has happened, talk to the victim about their feelings. Do not question him/her about the incident but find out who was involved.
- **Step 2: Convene a meeting with the people involved.** Arrange to meet with the group of children who have been involved, including bystanders or colluders.
- **Step 3: Explain the problem.** Tell the group about the way the victim is feeling. At no time discuss the details of the incident or allocate blame.
- **Step 4: Share responsibility.** Do not attribute blame but tell the group that each of them is responsible and can do something about it.
- **Step 5: Ask the group for ideas.** Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Give some positive responses but do not try to extract promises of improved behaviour.
- **Step 6: Leave it up to them.** End the meeting by passing over the responsibility to the group to solve the problem. Arrange to meet again to see how things are going.
- **Step 7: Meet them again.** Within a week, discuss with each child, including the victim, how things are going. This allows the bullying to be monitored and keeps the children involved.

Further information will be found in the **good behaviour policy**, which is dated and agreed by the governing body with a date for review. Both policies will be supported and mentioned in the school's required statement with regard to their **home-school agreement**.

## Chapter 3: Section 7: Strategies for managing behaviour

### This section focuses on:

- 7.1 The ABC model of managing behaviour;
- 7.2 Teaching styles;
- 7.3 Suggested strategies for positive behaviour management.

### 7.1 WHAT IS THE ABC MODEL OF MANAGING BEHAVIOUR?

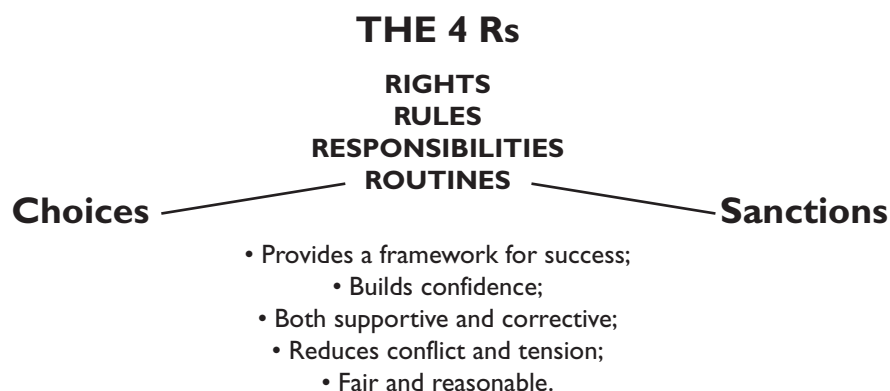
This approach is based on the premise that by focusing purely on the behaviour, you are unlikely to alter or reduce its frequency. Negative attention tends to reinforce difficult, challenging or unacceptable behaviour. The ABCs are:

- A – antecedents;
- B – behaviour;
- C – consequences.

#### Antecedents

These refer to the contextual and causal factors of behaviour, such as:

- the school in relation to its culture and ethos;
- teacher and adult behaviour – how is this presented and expressed?;
- the classroom – is it a place that has a positive and purposeful atmosphere, where pupils and teachers feel valued and work together in a supportive and safe environment?;
- a pupil's background is a powerful setting factor for behaviour;
- there may be in-child factors: specific medical, psychological or neurological conditions that need to be addressed;
- the curriculum should be clearly matched and differentiated – there should be planned continuity and appropriate progression;
- the style of communication, body language and the language used are significant and powerful factors in setting a positive and purposeful climate in the classroom;
- are rights, rules, routines and responsibilities clearly visible and understood (often referred to as the 4 Rs)?



Most pupils are responsive to the 4 Rs of behaviour management in terms of:

- understanding the **rights** of others to learn;
- seeing the need for **rules**;
- accepting and conforming to class **routines**;
- exercising appropriate **responsibility** for their behaviour.

## Behaviour

- How is challenging, unacceptable or difficult behaviour expressed?
- Where does it fit on the continuum of need in relation to personal, verbal, non-verbal and work-skills levels?
- What is the goal of that behaviour: attention seeking, demonstrating power, seeking power, or is it escape by withdrawal?

## Consequences

There will be consequences to inappropriate behaviour, which may result in extreme and difficult situations, or the consequences may be fairly minor. Consequences follow for both teachers and pupils.

- How will you as the teacher influence those consequences?
- Will there be a desired and successful outcome to your actions?

The underlying approach of this model is to address the antecedents – the setting factors. The emphasis is on the belief that by addressing the antecedents to behaviour you are focusing on the contextual issues and these can be approached through effective classroom management.

- What could be the antecedents and consequences of these behaviours?
- What approach and action would you take?



### Optional Task

Look at the following situations. Think about them, write down what your approach would be and the action you would take, using the ABC model.

- When a pupil intrudes on other pupils' rights or property, or is unco-operative.
- When a pupil is persistently disruptive.
- When a pupil speaks to others to cause hurt.
- The pupil who finds the school culture difficult to cope with.
- Anti-social behaviour, eg. fighting, name-calling, damage, games leading to unacceptable behaviour.
- Racial abuse, harassment and bullying.
- The pupil who gives up easily, rarely participates and does not appear to try.
- The pupil whose tolerance level is low and who may very quickly become verbally abusive and/or go into a tantrum that results in equipment being damaged or the possibility of injury to themselves or others.

## 7.2 WHAT STYLE OF TEACHER AM I?

Much of what follows is, in many ways, what we know already. The aim is to build on successful strategies. We can do this by reflecting on and analysing our own performance as teachers, and learning from self-review and evaluation. It is even better if there is another adult working with you who can give you feedback. Evaluation and reflective analysis are important as they can, and should, inform future thinking and action.

The manner in which you project yourself and respond to pupil behaviour will affect pupils' self-esteem, their attitude to work and their success. Use the following categories to assess your own performance in the classroom. Make notes about how you might improve what you do.

Teacher style	Teacher behaviour	Pupil response
<b>Non-assertive</b>	<ul style="list-style-type: none"> <li>• Passive.</li> <li>• Inconsistent.</li> <li>• Reacts to behaviour.</li> <li>• Does not plan to manage behaviour.</li> <li>• Does not have routines.</li> <li>• Does not communicate boundaries to the pupils.</li> <li>• Can be led by pupils, eg. <i>'This is the way we ALWAYS do it'</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration.</li> <li>• Tries to manipulate.</li> <li>• Escalates situations to find what the 'limits' are.</li> <li>• Has no respect for the teacher.</li> <li>• Demonstrates anger.</li> <li>• Answers back.</li> </ul>
<b>Hostile</b>	<ul style="list-style-type: none"> <li>• Aggressive response to pupils.</li> <li>• Rigid.</li> <li>• Authoritarian.</li> <li>• Threatening.</li> <li>• Doesn't listen to pupils.</li> <li>• Not fair and consistent with all pupils.</li> <li>• Expects some pupils to misbehave and often 'labels' them.</li> <li>• Confrontational.</li> <li>• Sarcastic with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of making mistakes.</li> <li>• Anxious.</li> <li>• Low self-esteem.</li> <li>• Feels victimised because teacher treats them differently.</li> <li>• Feelings of hurt.</li> <li>• Doesn't take chances with approach to work.</li> <li>• Confrontational.</li> </ul>
<b>Assertive</b>	<ul style="list-style-type: none"> <li>• Identifies boundaries.</li> <li>• States expectations, both academic and behavioural.</li> <li>• Fair and consistent.</li> <li>• Listens to pupils.</li> <li>• Values pupils' opinions.</li> <li>• Good model of behaviour, eg. polite.</li> <li>• Humour – but 'with' children not 'at' them.</li> <li>• Praises both achievement and effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands boundaries.</li> <li>• Feels valued.</li> <li>• Trusts.</li> <li>• Passes opinions.</li> <li>• Feels safe and secure.</li> <li>• Not frightened of making mistakes.</li> <li>• Is more likely to behave positively than negatively.</li> </ul>

### 7.3 WHAT STRATEGIES OF POSITIVE BEHAVIOUR MANAGEMENT COULD I USE?

Strategy	Pupils' response
<b>Choice</b>	Gives pupils some control over the situation; is less likely to initiate point-blank refusal.
<b>Take-up time</b>	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear about expectations.
<b>Partial agreement</b>	<i>'Yes, you may have been talking about your work but I would like you to...'</i>
<b>When-then direction</b>	This is trying to avoid the negative – <i>'No you cannot go out because you have not finished your work'</i> becomes <i>'When you have finished your work, then you can go out'</i> .
<b>Privately understood signals</b>	For drawing the class together or to monitor the noise level. Build in sharing times. Reflect upon intervention in terms of teaching and learning as against control intervention.
<b>Tactical ignoring</b>	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.
<b>Redirect behaviour</b>	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task.
<b>Consequences and sanctions</b>	These should be thought out in line with school policy, and be implemented clearly and consistently.
<b>Deferred consequences</b>	When a pupil misbehaves, stating that you will deal with the issue later removes the 'audience', ie. the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.

Try building in a hierarchy of strategies. For instance:

- eye contact, non-verbal contact, teacher proximity, pupil name;
- question, support, choice, reminder, redirection;
- warning, clarify consequences;
- in-class consequence – sanction;
- follow up.

Ask yourself the following:

- Do you have a clear and focused lesson and behaviour plan?
- Do you make clear the learning objectives and expectations of behaviour that suit the lesson context?
- Are you fully conversant with the school's behaviour policy?

As shown earlier, these stages and strategies will be outlined in the school's approach to behaviour and discipline. It is important to adhere to it, as this should ensure continuity and clarity of approach in terms of expectations for both teachers and other adults in the school, and for pupils.



### Optional Task

From the following list, draw up for yourself your own priorities in terms of what you know you do well.

Build on these to highlight particular areas where you feel you could do better.

How could you build these into your planning?

Elements to consider	Notes
Scanning the class.	
Tactical positioning.	
Positive reinforcement.	
Motivating and sustaining interest.	
Use of questions and ongoing feedback.	
Pace and challenge of the learning task.	
Modelling behaviours and positive language.	
Setting high standards.	
Being consistent with regard to rules.	
Appropriate differentiation of work.	
Using praise, encouragement and rewards.	
Use of voice.	
Giving clear instructions.	
Managing conflict if it arises.	
Being well organised in terms of time management, and the way pupils will work, contribute to the lesson and use resources.	
Acting quickly and confidently to diffuse situations.	
Anticipating potential problems and having a plan of action.	
Knowledge of the pupils in that particular class – is there anything I should know? If I don't, do I make sure I find out?	
Setting factors – do I ensure all pupils have what they need and have a clear understanding of the purpose of the task?	
Giving specific praise that highlights particular examples of good behaviour.	
Being critical of the behaviour/action, not the pupil.	

## Chapter 3: Section 8: Managing difficult situations in the classroom

### This section focuses on:

- 8.1 Pupils with emotional and behavioural difficulties;
- 8.2 Labels we give pupils;
- 8.3 Pupils who want to learn;
- 8.4 Characteristics of pupils who disturb the teaching and learning process;
- 8.5 What supply teachers can do – teacher tips;
- 8.6 Conflict in the classroom;
- 8.7 Extreme problems;
- 8.8 One-to-one situations.

### 8.1 WHAT DO I NEED TO KNOW ABOUT PUPILS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES?

*For information on the new Code of Practice for SEN, see 'Getting Started' in this series*

[www.ofsted.gov.uk/inspect/index.htm](http://www.ofsted.gov.uk/inspect/index.htm)

Most pupils respond favourably to a positive approach. However, some pupils have Special Educational Needs (SEN) in relation to behaviour, and these pupils may have been identified and assessed as having particular emotional and behavioural difficulties (EBD).

There is no absolute definition of EBD and the continuum of behaviour is represented as challenging but normal, if unacceptable, through to serious mental illness.

The pupil may be withdrawn, depressive, aggressive or self-injurious and observation of the characteristics will be referenced to the:

- nature;
- frequency;
- persistency;
- severity;
- abnormality;
- cumulative effect.

S:	Specific
M:	Measurable
A:	Achievable
R:	Realistic
T:	Timed

Concern is centred upon:

- observations;
- defining priorities for action;
- targets (SMART);
- review.

The emphasis is on improvement through positive strategies and inclusion by:

- enhancing the pupil's self-esteem;
- assisting the pupil to recognise the effect of the behaviour;
- teachers who are constructive;
- making explicit what constitutes unacceptable behaviour;
- where possible, fostering and encouraging parental support;
- early identification;
- good communication between social, health and education services;
- controls, restrictions and sanctions that are fair, and consistently applied.

*For further information, read the SEN section in 'Getting Started' in this series*

You will be alerted if a pupil has an Individual Education Plan (IEP) in relation to their emotional and behavioural difficulties. The school Special Educational Needs Co-ordinator (SENCO) will guide and support you. If you are not sure – ask.

## 8.2 WHAT LABELS DO WE GIVE PUPILS?

Label	Typical behaviour	Management issue
<b>EBD</b>	Emotional and Behavioural Difficulties	Can be difficult to include; may have learning difficulties.
<b>Disruptive</b>	Disrupts the teaching and learning process.	A nuisance; short concentration span; needs to attract attention.
<b>Disaffected</b>	Lacking in motivation; cannot see the point of learning; appears totally uninterested and doesn't want to be in school.	Difficult to re-engage; difficult to motivate; does not seem to appreciate any efforts the teacher might make.
<b>ADD</b>	Attention Deficit Disorder	Short concentration span; divergent mind; difficult to engage/motivate.
<b>ADHD</b>	Attention Deficit and Hyperactive Disorder	As ADD, but more complex and difficult to manage; ignores 'classroom rules'.
<b>Tourettes Syndrome</b>	Sudden, unexpected outbursts that are associated with swearing and twitching/tics; once outburst has passed, pupil is apparently unaware of the outburst.	Needs careful management; a teacher who is not aware that a pupil suffers from this syndrome may respond inappropriately to the outburst.

## 8.3 HOW CAN I MAKE PUPILS WANT TO LEARN?

It is important to realise that some disruption in the classroom is part of normal school life. Remember, most pupils want to learn and, given a positive learning environment, they will be motivated to do so.

Pupils want to learn when:	Danger signs and times
They see the point of what they are learning.	Pupils don't understand what they are doing or why.
They feel secure, stimulated and challenged.	Tasks are too hard, too easy or lack challenge.
They are engaged in activities that develop their knowledge, understanding and skills.	When the pupils are not engaged in the lesson.
They are learning in their preferred learning styles.	Activities last too long; pupils work continuously outside their preferred learning styles.
Their interest is captured by using a range of stimuli.	Lessons are too predictable and humdrum.
They are given the opportunity to demonstrate what they know, understand and can do through reviews and summaries as the lesson progresses.	Lessons lack variety of tasks; pupils' progress through the lesson is not monitored.
The learning environment is well managed by the teacher.	The structure of the lesson is not planned; transitions are not timed and therefore not well managed.
The teacher has high expectations and pupils try to meet them.	Pupils are not aware of what is expected of them; there is no individual support.

## 8.4 WHO ARE THE PUPILS WHO DISTURB THE TEACHING AND LEARNING PROCESS?

Pupils who disrupt lessons may demonstrate a range of characteristics:

- have difficulty working in pairs or groups because they have relationship problems;
- give up easily because tolerance levels are low;
- are unable to remain on task because of poor concentration spans;
- have never learned ‘good’ working habits;
- their education lacks continuity because of truancy;
- lack personal organisation so often poor at timekeeping;
- ‘mutter’ and ‘chatter’ to others;
- have a limited grasp of basic skills;
- are underfunctioning, for example gifted or exceptionally able who are bored because they are not being challenged;
- answer back if they have an audience;
- present their work poorly;
- are defensive and insecure;
- can be aggressive, verbally and physically.

## 8.5 WHAT CAN I DO?

Teaching pupils who demonstrate the above characteristics is not easy for full-time class teachers. It is even more difficult for a supply teacher. Full-time teachers go through an ‘establishment’ phase with their new class or classes at the beginning of the year. During this ‘establishment’ phase, pupils will ‘mess around’, try out a whole range of responses and test the boundaries. Teachers will lay down what is acceptable/unacceptable behaviour, set the boundaries and demonstrate that they are in control. At the end of the ‘establishment’ phase, which can take days or even weeks, pupils and teachers have ‘set the scene’ for the rest of the year. Supply teachers go through this ‘establishment’ phase every time they take a class for the first time. Even when the class teacher has established clear boundaries, it is likely that pupils will try to exceed these with a supply teacher. Hence comments from full-time teachers such as: *‘Well, he never does that with me!’* or *‘I am really surprised that she did that!’* – the implication being that the supply teacher cannot control the class.

It is important, therefore, that you do not rely on ‘slotting into’ the full-time teacher’s rules and routines unless these are explicit and communicated to you in advance of you taking the class. It is a good idea to have a poster that lists the ‘classroom rules’ you expect the pupils to conform to, as long as they are reasonable, achievable and consistent with the behaviour policy of the school.

### Teacher tips – everyday approaches to behaviour management

Use these as a checklist. Try those strategies that you have not used previously.

<p><b>Allow pupils some control.</b></p>	<p>In this way, pupils will take responsibility for their own learning. Try giving them choices – for example, the order in which work is tackled, who they work with or the resources they might use.</p>
<p><b>Allow pupils to make mistakes.</b></p>	<p>Pupils do not make mistakes to annoy you. If they don't complete the task correctly, it may be your explanation that was unclear. Try taking the blame for their mistake – for example, <i>'I didn't explain that very well – could I have another try?'</i> If pupils are in a secure learning environment, they won't be worried about making mistakes.</p>
<p><b>Don't over-react.</b></p>	<p>Try not to respond to minor issues – for example, a pupil who is talking to the person behind them might say when challenged, <i>'I was just borrowing a rubber'</i>. Rather than embarking on a dispute about whether this is true or not, it is better to respond in a low-key manner – for example, <i>'You may have been borrowing a rubber but now I would like you to get on with your work'</i>.</p>
<p><b>Show pupils respect and you are more likely to receive it.</b></p>	<p>Model the behaviour you expect of the pupils. Be polite, don't lose your temper, apologise if it is in order, be honest when something upsets you. If a pupil misbehaves, concentrate on the actions rather than the person. Never ask why they did what they did because they often don't know. Ask, <i>'What do you think you did that upset me?'</i>; <i>'What could (you, I, we) do to stop you doing that again?'</i></p>
<p><b>Keep trusting them.</b></p>	<p>Most pupils want to be liked and want to be part of the group. Understanding that some pupils choose to misbehave is important and therefore you need to ask why they are acting as they are. Small gestures from the teacher can affect the behaviour of some children – for example, receiving a smile, being spoken to or being praised. Pupils need to be given chances to improve their behaviour.</p>

### Teacher tips – supporting pupils with learning difficulties

<b>Select relevant content for the lessons.</b>	Pupils should be able to see the relevance of what they do in school. You might consider this in the resources you select and by drawing on pupils' everyday experiences.
<b>Make learning experiential and emotional.</b>	Draw on the pupils' senses and emotions. Provide 'first-hand' experiences. Ask them to share opinions. Listen to and value their responses. Provide resources that require pupils to relate to other people and places – for example, <i>'How do you think he feels...?'</i>
<b>Give pupils a concrete reminder of their learning.</b>	Use visual images that can remain on classroom walls as a reminder of what has been learned.
<b>Use storyboards or sequence boards.</b>	These can be used in most areas of the curriculum as concrete support to learning.
<b>Give out information in manageable 'chunks'.</b>	Be careful not to overload some pupils with too many instructions or details.
<b>Use prompt sheets to reinforce what pupils need to do and the sequence in which they do it.</b>	Some pupils have difficulty remembering a series of oral instructions. Clear oral instructions should be given, but support these with sheets that remind the pupils of the order and sequence of what they have to do.
<b>Use a 'buddy' system to allow pupils to support each other.</b>	Pupils are less likely to be frightened of making mistakes if they are working in pairs.
<b>Make posters of key issues.</b>	Start by providing the key issues drawn from the text for the pupils. However, remember that it is important that they develop the skills for themselves. Pupils need to learn how to distinguish relevant from irrelevant information.
<b>Create a learning environment where pupils can learn from different work areas in the room.</b>	This will be dependent on the pupils' age and the facilities in the classroom.
<b>Introduce competition.</b>	This need not be pupil against pupil – it can be against the clock or themselves.

## 8.6 WHAT DO I DO IF CONFLICT ARISES IN THE CLASSROOM?

The desired outcomes are to:

- minimise disruption to the lesson;
- maintain your authority;
- remain calm;
- maintain the pupil's self-esteem;
- maintain a positive pupil–teacher relationship.

Causes of escalation of conflict	To de-escalate conflict
Increase in exposed emotion.	Stay calm.
Pupil feels threatened.	Avoid threats. Don't stand over the pupil.
Conflict with teacher is viewed as a contest.	Focus on offence and not the offender.
Teacher issues unrealistic ultimatum.	Introduce humour.
Pupil feels 'cornered' and has no room for manoeuvre.	Give pupil a choice.
Pupil has an audience and cannot be seen to back down.	Separate pupil and audience.

## 8.7 HOW DO I DEAL WITH EXTREME PROBLEMS?

- Draw on the established system in the school to summon help.
- Lower your voice. Do not confront.
- Sit down if possible.
- Do not touch the pupil.
- Listen to the pupil and try to show empathy.
- Suggest a simple and immediate next step. Offer two options.
- Deal with the issue at a later time when the pupil is calmer and there is no audience.

## 8.8 WHAT DO I SAY TO THE PUPIL IN A ONE-TO-ONE SITUATION?

- Ask the pupil to describe the behaviour that upset you.
- Show empathy and concern about the behaviour.
- Talk about the incident and establish what the problem is.
- Tell the pupil you want to help and ask what they think you could do.
- Determine how the pupil can improve the behaviour.
- Agree actions that may be appropriate – for example, if the pupil feels under pressure or stressed they can give a non-verbal gesture that alerts you. You can then take action by moving the pupil.
- Write out the agreement, if appropriate.

## Chapter 3: Section 9: School-based intervention to support individual pupils

### This section focuses on:

- 9.1 Pastoral Support Programme (PSP);
- 9.2 Citizenship education;
- 9.3 Thinking skills.

### 9.1 WHAT IS A PASTORAL SUPPORT PROGRAMME (PSP)?

*For more information on IEPs, see SEN section in 'Getting Started' in this series*

A PSP is school-based intervention to help individual pupils to manage their behaviour. It is particularly necessary for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion.

The PSP should identify precise and realistic targets for the pupil to work towards. A nominated member of staff will oversee the PSP.

The PSP does not replace the Special Educational Needs (SEN) assessment process. Rather than set up a PSP for pupils with an Individual Education Plan (IEP), schools should ensure that IEPs for these pupils reflect appropriate strategies to meet their additional needs. There will be some pupils who need a PSP but do not have particular SEN.

The PSP should be short, practical and agreed with parents. The local education authority (LEA) will be informed and other agencies will be involved. The PSP will:

- review literacy skills and outline a support programme where necessary;
- consider disapplication from the National Curriculum, if appropriate;
- consider groupings, classroom organisation and specialist support;
- consider a placement in the school's learning support centre;
- break down the programme into fortnightly tasks;
- identify rewards and sanctions;
- be reviewed half-way through its set time – often at about 16 weeks.

### 9.2 WHAT IS CITIZENSHIP EDUCATION?

*For more information on Citizenship, see 'Filling the Gaps' in this series*

[www.nc.uk.net/servlets/Subjects?Subject=Ci](http://www.nc.uk.net/servlets/Subjects?Subject=Ci)

Citizenship is now part of the personal, social and health education programme in primary schools and the Programme of Study (PoS) is statutory in secondary schools from August 2002. You can access the relevant National Curriculum documentation from the NC website.

### 9.3 WHAT ARE THINKING SKILLS?



#### Reading

McGuinness, C *Thinking Skills – Thinking Classrooms*, report 116.

See  
[www.scre.ac.uk/forum/forum2001/mcguinness.html](http://www.scre.ac.uk/forum/forum2001/mcguinness.html)

This is an interesting and exciting area in terms of learning for those who experience difficulties in learning. It particularly applies to their self-esteem and confidence as learners, and in managing their behaviour. The antecedents – the causal factors of that behaviour – may well be in feelings of being (or being made to feel) an underachiever or, at worst, a failure.

There is much literature and research in this area, directly related to its impact on learning and behaviour. However, for the purposes of this material, four main areas are outlined.

<b>Cognitive acceleration</b>	<ul style="list-style-type: none"> <li>• Stimulating pupils' reasoning capacity to reach the level needed for learning that leads to higher attainment.</li> <li>• Reaching pupils whose underdeveloped thinking level would otherwise be unable to cope with the necessary learning.</li> </ul>
<b>Accelerated learning</b>	<ul style="list-style-type: none"> <li>• Innovative techniques for enhancing communication and retention of learning; developing awareness of individual learning processes and preferred learning styles.</li> <li>• Reaching pupils whose skills and learning style are mismatched to conventional methods of teaching and learning.</li> </ul>
<b>Mindset for achievement</b>	<ul style="list-style-type: none"> <li>• Developing the mindset that promotes achievement, counteracting that which may lead to underachievement; learning to think and feel in ways that encourage and develop emotional and social foundations for self-esteem; developing confidence to build on what a pupil can do, rather than what a pupil cannot do.</li> <li>• Teaching the 'habits of mind' that achievers already have – persistence, confidence, organisation, managing feelings and getting on with others.</li> <li>• Teaching pupils how to think the thoughts that lead to success, opening up new possibilities of self-belief.</li> <li>• Reaching pupils whose feelings about themselves get in the way of learning and success.</li> </ul>
<b>The power of feedback</b>	<ul style="list-style-type: none"> <li>• Setting and achieving targets.</li> <li>• Providing positive feedback to pupils in ways that enhance achievement.</li> <li>• Obtaining feedback about pupils' understanding and performance in order to modify teaching and learning activities accordingly.</li> <li>• Teaching pupils how to set individual learning targets and the best way to reach them.</li> <li>• Reaching pupils where teaching would otherwise be insufficiently responsive to their actual needs – those who may be passive and withdrawn or who do not get positive feedback to improve their self-esteem.</li> </ul>

*Ideas and related issues can be found at [www.luckyduck.co.uk](http://www.luckyduck.co.uk), which also has details of publications available.*

Finally, it would be useful and beneficial to follow through and look into Circle Time, Circle of Friends, No Blame Approach to Bullying, Anger Management, Dealing with Feeling, the Emotional Curriculum.

## Useful reading and resources

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### Useful websites

**Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfee* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.**

<a href="http://www.cant.ac.uk/xplanatory/xplanmen.htm">www.cant.ac.uk/xplanatory/xplanmen.htm</a>	An interactive education resource.
<a href="http://www.dfes.gov.uk/sen/">www.dfes.gov.uk/sen/</a>	The Centre for Educational Needs (DfES).
<a href="http://www.nasen.org.uk">www.nasen.org.uk</a>	The National Association for Special Needs.
<a href="http://www.ofsted.gov.uk/about/index.htm">www.ofsted.gov.uk/about/index.htm</a>	OFSTED – Office for Standards in Education.
<a href="http://www.becta.org.uk/inclusion/discussion/senfor.html">www.becta.org.uk/inclusion/discussion/senfor.html</a>	SENCO Forum – a site designed for SENCOs.
<a href="http://www.dfee.gov.uk/circulars/10-99/discip.htm">www.dfee.gov.uk/circulars/10-99/discip.htm</a>	Circular 10/99 – the legal framework for school discipline.